

**SCIENTIFIC APPROACH IN TEACHING READING TO THE EIGHT
GRADE STUDENTS OF SMP NEGERI 2 MANTINGAN NGAWI
IN THE ACADEMIC YEAR 2014/2015**



Submitted as a Partial Fulfillment of the Requirements
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In English Department

By

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**GRADUATE PROGRAM OF LANGUAGE STUDY
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APPROVAL SHEET

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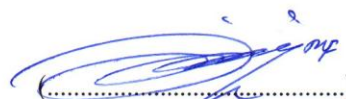
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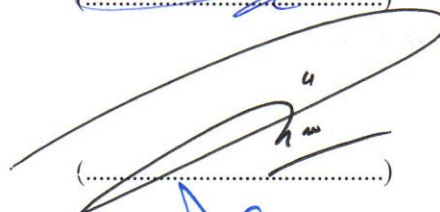
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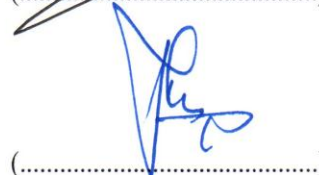
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ABSTRAK

Penelitian ini menginvestigasi implementasi pendekatan saintifik (SA) didalam mengajar Bahasa Inggris siswa kelas VIII SMP Negeri 2 Mantingan Ngawi Tahun Pelajaran 2014/2015. Objek penelitian ini untuk mengetahui bagaimana guru-guru menerapkan pendekatan saintifik, permasalahan apa saja yang guru-guru hadapi didalam mengimplementasikan pendekatan saintifik dan bagaimana persepsi siswa mengenai aktifitas membaca teks bacaan Bahasa Inggris dengan menggunakan pendekatan saintifik. Peneliti menggunakan deskripsi kualitatif didalam desain penelitian. Penelitian ini observasi, angket dan wawancara untuk mendapatkan data. Objek penelitian ini adalah 2 guru Bahasa Inggris dan 44 siswa kelas VIII SMP Negeri 2 Mantingan Ngawi. Data dianalisa dengan menggunakan kualitatif analisis. Temuan penelitian, Temuan pertama implementasi pendekatan saintifik didalam mengajar membaca teks bacaan Bahasa Inggris adalah : 1. Guru hanya menerapkan empat langkah pendekatan saintifik yaitu : (mengamati, menanya, mengasosiasikan dan mengkomunikasikan) atau kadang-kadang guru hanya menerapkan tiga langkah pendekatan saintifik yaitu : (menanya, mengasosiasikan, dan mengkomunikasikan). 2. Guru tidak menerapkan mengajar membaca teks bacaan Bahasa Inggris tidak sesuai dengan lima langkah pendekatan saintifik dikelas. Temuan kedua masalah-masalah yang dihadapi guru didalam mengimplentasikan pendekatan saintifik yaitu : (1) Dari Guru, guru belum memiliki dasar yang baik mengenai pendekatan saintifik dikarenakan : (a) guru kurang pelatihan dan sosialisasi mengenai pendekatan saintifik, (b) sistem penilaian pada kurikulum 2013 (K-13) lebih rumit dari pada sistem penilaian pada kurikulum KTSP. Dari siswa, (a) siswa-siswa kesulitan menemukan ide utama dari isi bacaan teks Bahasa Inggris, (b) siswa-siswa mengalami kesulitan mengenai tata bahasa, (c) siswa-siswa tidak memiliki kosa kata yang cukup atau kosa kata Bahasa Inggris mereka sangat terbatas. Temuan ketiga, persepsi siswa mengenai implementasi pendekatan saintifik didalam mengajar membaca teks bacaan Bahasa Inggris yaitu : (1) siswa merasa antusias dengan cara mengajar guru, (2) siswa merasa senang dengan mengikuti pelajaran dikelas.

Key Words : pendekatan saintifik, mengajar membaca

ABSTRACT

The current study investigates the implementation of scientific approach (SA) in teaching reading in the eight grade students of SMP Negeri 2 Mantingan Ngawi in the academic year 2014/2015. The objectives of study are to find out

how teachers applied scientific approach, what problems the teachers faced in implementing scientific approach and what the students' perception about their reading class. The writer used qualitative descriptive as the research design. This study used observation, questionnaire, and interview for getting data. The object of the study are two English teachers and 44 eight grade students of SMP Negeri 2 Mantingan Ngawi. The data was analyzed using qualitative analysis. The research findings are : firstly, implementation of scientific approach in teaching reading ; 1. Teachers only applied four steps of scientific approach (observing, questioning, associating and communicating) or sometimes they applied three steps of scientific approach (questioning, associating and communicating) 2. They did not implement teaching reading appropriate with five steps of the scientific approach in the class. Secondly, problems faced by teachers in implement of scientific approach. (1). From the teachers : Teachers did not have basic knowledge of scientific approach because (a) they were lack of training, or socialization about scientific approach, (b) the curriculum 2013 or K-13's assessment system is complicated than the KTSP's assessment system. (2). From the students : (a) Students have difficulties in finding out the main idea of reading text, (b) Students have difficulties in grammar, (c) the students did not have extensive vocabulary or their English vocabulary is limited. Thirdly, the students' perception when scientific approach applied in teaching reading. (1). Students felt enthusiastic with the teachers' way of teaching reading. (2). students were happy following the lesson.

Key Words : scientific approach, teaching reading

1. INTRODUCTION

Reading is an independent medium for communicating between writer and readers. At school, teachers who teach reading materials to their students, it needs to process that reading will be able to improve their English competence. According to Brown (1994:284), teaching reading needs scenario and strategy to make the students understand the passage or written text, because it can not be separated with the other language skills. So, the target of reading comprehension can be achieved as the aim of teaching program, if teachers are able to apply the teaching approach successfully.

Nowadays, government has issued the curriculum 2013 (K-13), and it is adopted the scientific approach (SA) into teaching and learning process. According to Handelsman, et al as quoted by Fauziati (2013:154) "scientific

teaching approach is a pedagogical approach used in classroom whereby teaching is approached with the same rigor as science at it best and it involves active learning strategies to engage students in the process of science and teaching methods that have been systematically tested and shown to reach diverse students". The curriculum 2013 stresses scientific approach (SA) for teaching in the class, because it is regarded effective for students in getting knowledge based on the students' own experiences.

The government through the Minister of the Education and Culture applies a program as we called the pilot project for the curriculum 2013 (K-13), and it is applied from the Elementary School (SD) to the Senior High School (SMA). The curriculum 2013 stresses scientific approach (SA) for teaching in the class, because it is regarded effective for students in getting knowledge based on the students' own experiences.

The scientific approach (SA) is a new approach in teaching based on the curriculum 2013 (K-13). As we know an approach always grows and develops from one decade to next decade. There are five steps in the scientific approach (SA) : they are (1) observing, (2) questioning, (3) experimenting (4) associating, (5) communicating. Those steps have to be applied by teachers in each teaching or learning process. According to Marina, et al (2013) Indonesia's curriculum today has an objective for students of high school both in Junior High School (SMP) and Senior High School (SMA) to develop their intelligence, knowledge, personality, good behavior, and skills in order to be able in gaining the higher level of education. Because, it is as a piloting project, so it is not all the Elementary Schools (SD), Junior High Schools (SMP), and Senior High Schools (SMA) in Ngawi regency apply the curriculum 2013 (K-13). There are only some schools appointed by government to apply the curriculum 2013. Therefore, the researcher interested to investigate the implementation of scientific approach in SMP Negeri 2 Mantingan Ngawi because : (1) It is appointed by the government to be one of the pilot project schools which applies the curriculum 2013 (K-13), (2) the

school is located in the rural area where there is no a transportation access to go there, (3) the school's facilities are not as complete as the schools' facilities in the urban area because the school was built in 1996. Based on the explanation above, researcher interests to take a research entitled "scientific approach in teaching reading to the eight grade students of SMP Negeri 2 Mantingan in the academic year 2014/2015".

The objectives of this research are to investigate how teachers implement the scientific approach in teaching reading, to describe problems faced by teachers in implementing scientific approach in teaching reading and to describe the students' perception when scientific approach applied by the teachers in teaching reading.

2. RESEARCH METHOD

The type of this study is a descriptive qualitative research. This study is conducted at SMP Negeri 2 Mantingan Ngawi and the research is carried out in the second semester. It was since February 2015 until May 2015. The object of this research are two English teachers and 44 eight grade students from two classes.

The subject of the research is the teaching reading by using scientific approach to the eight grade students at the second semester in the class VIII A and in the class VIII B of SMP Negeri 2 Mantingan Ngawi in the academic year 2014/2015. The data are taken from observation, questionnaire, and interview. The data consisted of the teaching activity process, the result of students' questionnaire and teachers' questionnaire and it also included the result of students' interview and the teachers' interview. The data taken from observation, then it crossed check by the data taken from questionnaire. Those data crossed check the result of interview to ensure that the data valid.

3. RESEARCH FINDING AND DISCUSSION

In this study, the researcher intends to describe the implementation of scientific approach in teaching reading, the problems faced by teachers in implementing of scientific approach in teaching reading and the students' perception about implementation of scientific approach in teaching reading.

a. The Implementation of Scientific Approach in Teaching Reading

1) The teachers applied four or three steps of SA in teaching reading

Based on the observation, the researcher found that teachers only applied some of the five steps in scientific approach. They only did observing, questioning, associating and communicating. They sometimes did only questioning, associating, and communicating. The followings are the evidence based on the observation during they taught reading in their class :

(a) Teacher One (T.1)

Based on the class observation of the first meeting to sixth meeting during the researcher observed in her class. Teacher did activities of observing, questioning, associating and communicating and she sometimes did only three steps, they are : questioning, associating and communicating. She did not apply the five steps of the scientific approach in her classes.

(b) Teacher Two (T.2)

It was not far different from the first meeting to sixth meeting during the researcher observed in her class, teacher did activities of observing, questioning, associating and communicating. Sometimes, she did questioning, experimenting and communicating. She also did not apply the five steps of the scientific approach in her class. In the four steps of implementing of the scientific approach were done by the teachers as following : First, in observing activities : teachers trained the students about seriousness, thoroughness and searching for information about

reading text. Second in questioning activities : teachers trained the students to develop creativity, curiosity and the ability to make questions. Third, in associating activities : teachers trained to help students speak up critically, how students make agreement or disagreement statements. Fourth, in communicating activities : students have to develop their ability to express the idea and practice their ability to use language after reading the text. In the three steps of implementing of the scientific approach were done by the teachers as following : First, in observing activities : teachers trained the students about seriousness, thoroughness and searching for information about reading text. Second in questioning activities : teachers trained the students to develop creativity, curiosity and the ability to make questions. Third, in communicating activities : students have to develop their ability to express the idea and practice their ability to use language after reading the text. Based on the conclusion above, we can see that teachers did not apply the step of experimenting activities during their teaching and learning process or they also did not apply the step of associating as often as the steps of observing, questioning and communicating.

Beside that, based on the interview, teachers admitted that they only did some steps in scientific approach because they were lack of knowledge about scientific approach which be stated in the curriculum 2013 (K-13). The followings are the evidance of their answer in interview

- T.1 : “I don’t understand scientific approach because lack of training and it is not enough books which supporting in implementing the scientific approach”.
- T.2 : “I did not apply the five steps of scientific approach because any lack of knowledge about this method, beside it is a new

paradigm for our educations”.

T.1 : “I think the assessment system of curriculum 2013 (K-13) is more complex than KTSP’s assessment system. e.g one student needs more than three instruments for his/her to get a point”.

T.2 : “Teaching by scientific approach is not easy. I felt so many difficult, especially understanding of scientific approach and how do we apply the scientific approach well”.

2) The teachers did not apply steps of SA in teaching reading

Teachers still applied teacher-centered. They talked and explained material without giving the time and opportunities for students to observe, ask questions, explore, or communicate to others. It is proved based on the class observation as the following : The third meeting of class VIII A, when researcher observed the teaching and learning process, teacher only explained the material, translate the reading material then she asked her students to answer the questions after listening her explanation. After students did the exercises based on the reading material, teacher asked the students to answer each question one by one for students who were able to answer the questions. It also happened in the class VIII B in the second meeting and the sixth meeting during the researcher observed her classes. Based on the second and sixth meeting of teaching and learning process, teacher explained the reading material and asked her students to answer the exercises after listening her explanation. Then she asked her students to write the difficulty words that they had found in the reading material in their note-book. In related to the interview, teachers stated that they applied teacher-centered because they sometimes have problems about how they applied the scientific approach in the class. The followings are evidence from their interview :

T.1 : “Sometimes, I also did not apply the scientific approach

because I am still confused how to apply the scientific approach”.

T.2 : “I applied the teacher-centered which be based on the KTSP curriculum, I must do it because it is a condition or it is reality

T.1 : “I think in joining two or three of training is not enough for teachers understand the scientific approach”.

T.2 : “I don’t understand the scientific approach well”.

b. The Problems faced by the Teachers in Implementing Scientific Approach

1) From the teachers

The teachers did not understand well about scientific approach which be stated in the curriculum 2013 (K-13). In this study, researcher found that training or socialization is one of the factors in supporting the implementation of scientific approach successful. Teachers did not get enough training and socialization to implement the scientific approach in teaching and learning process. The followings are the evidence which based on the teachers’ interview :

T.1 : “I joined twice training of the curriculum 2013 (K-13) collectively with all teachers, but joining two or three times of training is not enough for teachers in understanding about scientific approach”.

T.2 : “I ever joined training of curriculum 2013 (k-13) twice because our school was pointed as a piloting project in implementating the scientific approach”.

2) From the students

The followings are evidence based on the class observation during the researcher observed their class reading activities :

(a) Students have difficulties in finding out the main idea of reading text. When researcher observed their class reading activities,

teacher asked questions to the students about the main idea of the reading material, there were some students did not answer the question correctly. Moreover, when teacher asked to the students in associating activity about words, phrases or sentences, there were some students have difficulties to speak up, critical thinking about the learning material or making agree or disagree statements.

- (b) When researcher observed the class, some students have problem for understanding about grammar although it used the tense of “simple present tense or simple past tense”. It seem that students did not understand the pattern of those tenses. It is also supported by the result of their interview as the following :

SM.1 : (I get difficulties) in translating the words, (and) making sentences. Sometimes (I get difficulty) in grammar.

SM.6 : (I get difficulties) in translating and (I am confused) in using tenses.

SF.6 : (I get difficulties) in making sentences by using simple past tense.

SF.8 : (I get difficulties) in making Indonesia sentence into English based on the tenses.

SM.11 : “(I think) in making a sentence is difficult”.

- (c) Students did not have extensive vocabulary or their English vocabulary is limited

Based on the observation, they get difficulties in understanding the text. Since they tend to translate word by word of the text or translate sentence to sentence. They had difficulties to understand the text, as a result they can not answer the question correctly. It is also supported by the result of their interview as the following :

SM.2 : (I get difficulties) in translating and (I get difficult) in finding the main idea of text.

SM.5 : (I get difficulties) in grammar.

SF.1 : Sometimes (I get difficulties) in translating.

F.8 : (I am confused) in translating the complex sentences.

SM.10 : (I get difficulty) in translating and (I get difficulty) in using tenses.

c. Students' Perception about Teacher's Implementation of Scientific Approach in Teaching Reading

1) Students felt enthusiastic in learning

Based on the observation, when teachers applied the scientific approach in teaching reading, the students felt enthusiastic in the learning process. It looked when teacher made them into some groups and they have to work in a group. When one group presented the result of the discussion, other groups asked them questions enthusiastically about the material although they did not understand yet. The students looked enthusiastic for learning process when teacher applied scientific approach in their class. It is also supported by their interview. The followings are evidence which based on the students' interview :

SM.2 : (Teacher gives us) a spirit for learning.

SF.5 : (Teacher helps students) in the learning problems.

SM.4 : (Teacher makes students) have a good spirit in learning.

SM.10 : "I like learning with the teacher's way".

SF.3 : (I am happy) in learning and it is easy to understand".

SF.7 : "I felt a pleasure, Sir".

2) Students were happy following the lesson

Based on the observation in their class. When teacher applied the scientific approach in teaching reading, most of the students were happy in the class. It is supported by the result of the interview as the following :

SF.1 : "I felt happy with the teacher's way of teaching".

SF.3 : I felt happy and I try to understand in (learning material).

- SF.6 : “I was pleasure, Sir”.
- SM.7 : “I like learning with the teacher’s way”.
- SM.8 : (I am happy) in learning and it is easy to understand”.
- SM.11 : “I felt a pleasure, Sir”.

d. Discussion Finding

Based on the research finding, the writer concludes that the learning objectives of teaching learning process in SMP Negeri 2 Mantingan Ngawi are refers to the Curriculum (K-13). Based on the observation, researcher found that teachers applied the curriculum 2013 (K-13) which addopts the scientific approach in teaching and learning process.

They applied four steps of scientific approach or three steps of scientific approach in teaching reading. They did not apply five steps of the scientific approach because some factors as the following : (1) they were lack of training or socialization about the curriculum 2013 (K-13). It is also supported by the result of the teachers’ interview, they only got twice training or workshop about the concept of curriculum 2013 (K-13), they also got difficulty to apply the assessment system as well as possible because the assessment in the curriculum 2013 (K-13) is more complicated than the assessment system of the KTSPcurriculum. (2) Their students do not have extensive vocabulary or their students’ vocabulary is limited. When teachers applied the scientific approach, students have problem in the steps of “questioning” and “associating” activity.

4. CONCLUSION

As the result of the study has been done, therefore it can be appointed the conclusion as the following :

a. Implementing scientific approach in teaching reading

Teachers applied four steps of scientific approach or three steps of scientific approach in teaching reading. Based on the observation, teachers

only did observing, questioning, associating and communicating. Sometimes the teachers did observing, associating and the communicating. Teachers did not apply the five steps of scientific approach.

b. Problems faced by teachers in implementing scientific approach

Curriculum always develops in each era, based on the curriculum 2013 (K-13), it is as a new paradigm of teaching process. Based on the data collected by researcher, teachers have problems in implementing the curriculum 2013 (K-13). Teachers thought that they did not get enough training or socialization about the curriculum, so they felt that they have not clear about concept of curriculum 2013 (K-13) yet and teachers thought that assessment system is not easy for teachers.

c. Students' perception about teachers applied scientific approach

Although curriculum 2013 (K-13) is regarded by teachers more difficulty to apply than the KTSP curriculum, but students felt enthusiastic in doing the learning activity process because the five steps of scientific approach is interesting. Students also were happy in joining the lesson in the class because teachers' way of teaching make the students more creative and actively in learning.

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